



Once upon a time, growing up meant getting bigger. Cars got longer, houses got more comfortable, and work got easier. Universities grew, and the students flocked to them to listen, question and alter them. Once a year, when the snow melted, people in suits would come to the colleges to look for graduates. They would offer money in exchange for work.

But things changed. The microchip has come of age, and students no longer ask "Why work? If I work where will I work?" but "Will I work?" Does the video age have room for us? Yes, if we can mold ourselves to fit it. In times of economic recession, uncertainty and challenge, the government, businesses, and schools contract and turn conservative. This modern world, it seems, is at nobody's feet — least of all the young. Instead it is flooded with reminders that the future does not need us.

the mcgill daily

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tots

McGill

McDonald-Currie Lectures

Professor C.B. Macpherson,
Professor of Political Science,
University of Toronto

Problems of Human Rights in the Late Twentieth Century

Thursday, March 24, 1983
8:00 p.m.
Leacock 26

McGill Student Pugwash Presents:

ARMAMENT & DISARMAMENT:

ALTERNATIVE PATHWAYS TO PEACE

Lecture Series:

•Disarmament and Christian Ethics

Speaker: Arthur Boorman, Professor of Religious Studies, McGill
Wednesday, March 23 — 12 noon, Redpath Museum Auditorium

•IF YOU LOVE THIS PLANET, the film the U.S. has labelled "political propaganda", followed by a discussion with Terry Nash, the film's director.
Friday, March 25 — 7:30 p.m., FDA Auditorium

•Canadian Policy on Defense Spending and the Cruise Missile

Speaker: Paul Robinson, American Ambassador to Canada.
Tuesday, March 29 — 1:30 p.m., Leacock 12 (basement)

•Overcoming the Neanderthal Mentality: the Psychology of the Nuclear Arms Race

Speaker: Dr. Judith Lipton, author of "The Last Traffic Jam: Psychological Consequences of Nuclear War", president of Washington's "Physicians for Social Responsibility"
Tuesday, March 29 — 7:30 p.m., C.F. Martin Theatre, 5th floor of the McIntyre Medical Building

Sponsoring Groups:

ASUS
Program Board
Medical Students' Society
Newman Centre, Peace & Social Justice Committee
McGill Student Pugwash



Today

Theatre of ad hoc meeting. Students interested in acting on dissatisfaction with drama at McGill. Arts building room 150 at noon, anybody welcome, bring proposals, frustration.

Amnesty International general meeting. Speaker: Changiah Ragaven, former prisoner of conscience in South Africa. RM 310, 4 pm.

Anthropology: Methods in the Context of Dene Claims Negotiation. Leacock 738, 12:00 - 14:00.

McGill Camera Club: general meeting for all members tonight in Union rm 310 at 7 pm. Purpose: elect next year's executive committee.

Disarmament and Christian Ethics: Arthur Boorman, Professor of Religious Studies will speak at Noon in the Redpath Museum Auditorium.

Emotions Anonymous: open speaker meeting. 3484 Peel St., 3rd floor, 8 pm.

Political Science Students' Association: Newman Centre — Professors Noumoff, Bruneau, and Goldberger will join Sister Margo Powers for a luncheon discussion on "Marx, the Church, and Liberation Theology." Noon in L425. Free coffee.

McGill Samurahi Karate Club: a demonstration will be held in Gertrude's I. 12 - 2 pm.

Solidarity with Central America: panel discussion. "The Bible, Marx, and Liberation Theology in Latin America." Leacock Rm 425.

McGill Wind Ensemble: directed by Robert Gibson. Symphony No. 3. Pollack Concert Hall, 8 pm.

Organ Recital: Garnet Menger, Redpath Hall, 12:15

McGill Windsurfing Club: First Meeting, open to board owners and those who wish to learn. Movies & Sign-up: 3:30 - 5:00. Union B09.

Screen Adaptation of Arthur Miller's 'Death of a Salesman' presented in L132 at 8 pm by the McGill Film Society.

Thursday

Bible Study sponsored by Anglican, Catholic & Presbyterian/United Chaplaincies. Douglas Hall Lounge, 10:00 - 11:30 pm.

CLSC Metro Home Care Program is recruiting volunteers interested in assisting elderly and handicapped centre city residents move. If interested, please contact Evelyn at 288-0004.

Conference on Lebanon: Topic — political, sociological pluralism and war in Lebanon.

Speaker: Mgr. Elie Hayeck. Leacock 26, 4 pm.

McGill Film Society presents 'To Catch A Thief' with Grace Kelly. L132, 8 pm. Admission: \$1.50

Gays & Lesbians of McGill: Games Night. BYOG to Union Rm 425, 8 pm.

Humanistic Studies Students: Meeting at 5 pm, Bronfman Rm 601. Elections and other HSSA matters discussed. All welcome.

IPAC-Hillel presents a panel discussion with Simcha Flapan. Topic: "Alternatives for Peace." Leacock 219, 8 pm. Admission: \$2.00 general public; \$1.00 students & senior citizens.

Lesbian & Gay Friends of Concordia: Film "Luc, ou la part des choses." Loyola Campus, Admin Bldg Rm AD-128, 4 pm.

Northern Studies — Films: "Animation from Cape Dorset," "Natsik Hunting," "The Man and the Giant," and "The Owl Who Married a Goose." Shown at Centre for Northern Studies and Research, 1020 Pine Avenue W. Rm 24. Free.

Solidarity with Central America: Worship Service, University Chapel, 11 am. Two films ("Decision to Win" & "Guasapa") followed by speakers. Union Rm 425, 2 pm.

HELLENIC ASSOCIATION

GENERAL ASSEMBLY and ELECTIONS

March 31st, Leacock 26
6:00 p.m.

ERRATUM

Due to delayed scheduling of the article *Poll* shows apathy (Monday, March 21) we incorrectly reported that the poll was conducted on Sunday, March 20. The poll actually took place on Thursday, March 17. The *Daily* regrets the error.

Plus pratique.

Avec ses 76 300 mots, c'est à la fois un dictionnaire de référence et une encyclopédie d'usage quotidien, facile à manier: un seul classement alphabétique regroupe noms propres et noms communs.

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Bill 105 illegal

News analysis

by Lorne Schaefer

On March 17th, Bill 105 was declared unconstitutional. Sessions Court Judge Gerard Girouard declared the law illegal because its texts were not published in English.

The law, enacted last December, affected 335,000 Québec public employees. The government imposed a three-year contract which substantially altered the previous contract it had with its employees. Bill 105 and another recent law, Bill 70, make public service strikes illegal until 1986.

Section 133 of the Canadian Constitution declares "the Acts of the Parliament of Canada and of the Legislature of Québec shall be published in both (English and French)." Bill 105 was ruled an Act subject to Section 133.

Québec says it will appeal the decision. The courts through which the case may be reheard are the Superior Court, the Appeals Court and the Supreme Court of Canada. The government could eliminate the problem by translating the text into English.

Girouard's ruling, however, ignores the real issue behind Bill 105. It recognises Québec's anglophone community, but not the fact that some consider this bill a violation of human rights. The right to negotiate a contract in good faith has been abrogated. Bill 105 is another blot on human rights along with the accompanying legislations Bills 70 and 111.

Bill 70, passed last spring, took effect January 1st. It extends previous public sector contracts three months and rolls back salaries 20 per cent during that time. Bill 111 gives the provincial government power to arbitrarily fire striking teachers, greatly increase daily fines of

striking workers, and impose sentences on unions and union leaders.

McGill Professor J. R. Mallory, a specialist on constitutional issues, said two issues were at stake in this case: language and human rights. He said the judge ruled on the "more straight-forward" issue, language rights. Because there are three higher courts available for appeals, Sessions Judge Girouard's ruling will probably fade from notice.

Asked why the human rights issue was neglected, Mallory replied there is little judicial precedent in this area of the Canadian and Québec Charters of Human Rights. He said judges are reluctant to hand down new decisions.

According to Mallory, outcomes of appeals depend largely on the opinion of the judge who hears the case. "Judges," he said, "are trained to say that Parliament can do anything." When Parliament passes a bill, its constitutionality is usually taken for granted.

In Le Devoir's publication of the decision, the judge declared his inability to understand how legislators missed the prescriptions of Section 133 of the constitution. They must have been aware of the clause, considering the 1979 rulings on Chapter 3 of Bill 101 which attempted to negate Section 133.

B.C. agency a rip-off

VANCOUVER (CUP) — The Unemployment Action Centre has started picketing a privately-run employment agency which they say swindles job seekers.

Job Mart, an agency that charges \$50 to help unemployed people find work, only gives access to jobs already advertised



Professor James H. Billington, Director for the Wilson Centre for Scholars in Washington, D. C., spoke Monday at McGill on the *Origins of Terrorism*. According to Billington, terrorism began in pre-revolutionary France. Modern-day acts of terrorism are "Stalinist plots."

Students: no jobs

OTTAWA (CUP) — If you're a computer programming student in Ontario you're also out of luck if you're thinking about employment after graduation.

The most recent graduate placement report for Ontario colleges shows a province-wide unemployment rate for one-year programming students is a staggering 68 per cent.

Figures for Ottawa's Algonquin College graduates will not be available until later in March but placement officer Bob Gilham says they will not be en-

couraging.

At Algonquin, the students are enrolled in the computer program, with two-thirds sponsored by Canada Employment under the National Training Act. The federal government is 'retraining' students to make them more employable.

"The business programs were the biggest problem last year," said Gilham. The graduates have traditionally found work with the government and the government has not been hiring, he said.

Figures in the placement report were gathered by the Ontario colleges and universities ministry last November, seven months after students graduated.

Other one-year business courses fared better although the average unemployment rate for graduates from all the one-year business programs was a mere 33 per cent.

The figures are somewhat better for the two and three year business course graduates. The longer courses had better placement rates with unemployment rate for graduates of the two-year programs at 22 per cent and for the three-year programs, 26 per cent.

For trades students, the one-year program had a 57 per cent unemployment rate. Again the rates were lower for graduates of the two and three year programs.

In applied arts, two year commercial arts grads had an unemployment rate of 35 per cent. The best placed students were in advertising with a seven per cent unemployment rate.

But the health science students had the brightest prospects with about 80 per cent of the graduates finding jobs.

Radical action needed

SASKATOON (CUP) — Canadian students should start being radical again and take action to deal with critical problems like unemployment, according to Mike Duffy, a CBC-TV parliamentary reporter.

"The squeaky wheel gets the grease and students haven't been squeaky enough," said Duffy, who spoke to University of Saskatchewan students in early March.

Students should be particularly concerned about youth unemployment, which the conference board of Canada predicts will rise to 20 per cent in 1984.

Unemployment rising

"The youth unemployment situation for the next three years is extremely disappointing," Duffy said.

Young people will be the slowest rehired as the economy picks up, according to Duffy. Post-secondary enrolment rose sharply this year. Duffy predicts it will rise again in 1983-84, and that a fierce competition for jobs will arise after students graduate.

Competition fierce

He said young people seeking employment will have to wait until laid-off workers have been rehired. Those with university degrees will fare best.

Apathy no help

People often turn inwards during times of economic hardship, he observed. They don't want to hear of any problems except their own. Yet, it is vitally important students not be politically apathetic, especially when a federal election looms closer.

"I encourage you to become radical again, to become vibrant, concerned parts of the community," Duffy said.

Blasser to be heard

Judy Blasser will stand before the Senate Committee on Student Grievances at 7:00 pm tomorrow.

Blasser was a fourth and final year student when expelled from the Faculty of Dentistry for alleged incompetence and unprofessional behavior.

Although she was expelled during a brief Faculty Council meeting 15 months ago, her case was referred to the senate committee at a Dentistry hearing last September.

Blasser had thought this additional hearing before

the student grievance committee would take place at the beginning of March.

If the committee does not decide in Blasser's favour, she may present her case at Senate to ensure she has exhausted all avenues of redress within McGill. Legal action outside the university is forbidden unless all academic grievance procedures have been attempted.

The committee will meet in closed session and is expected to produce a decision shortly.

Suzy Goldenberg

ERRATUM

The schedule for the Directing Projects in Monday's *Daily* omitted *This Train*, which will be presented at Players' Theatre on April 5 at 8 pm. *The Ruffian on the Stair* will not be performed that evening.

McGill 2000: futurethink

by Melinda Wittstock

When you think of the year 2000, do you think of taking a schoolbus to the moon?

At McGill the Academic Planning and Priorities Committee (APPC) is already thinking about what this university will and should be like in 2000 A.D.

According to the chairperson of APPC, Vice Principal Academic Samuel Freedman, the committee's major role is to "ensure that all departments meet certain 'academic standards' and that all 'human and material resources' are used in the most effective manner."

It seems the mandate of the APPC is now extended to include long term plans for the university. In a discussion document called "Long-Term Goals for the University", the APPC Subcommittee on Planning and Priorities maintains "a statement of long-term goals should be developed."

The subcommittee reasons that since "so many external factors that influence the university are changing rapidly, that it is difficult to predict what the environment will be like more than a few years ahead."

"On the other hand, this rapid rate of change is one of the best arguments in favour of coming to some fairly explicit statement of our goals. We are trying to come to grips with such major questions as:

- New relationships with industry involving multi-million dollar agreements;
- Significantly reduced resources;
- Shifts in the nature and/or size of the student body;
- Changing expectations of government and society — and many more."

The subcommittee reasons that the statement called "McGill in the year 2000" is a "tentative beginning for such a project"

The following are excerpts from the paper:

It is difficult to look ahead 15 years at what appears to be a very uncertain time but unless we want to drift in the wind, it is necessary to try to decide on the aspects of the university that are most important to maintain and develop...

Before proposing long-term goals for the university it is necessary to discuss the external factors that will influence our development. Two things that will always be with us are change and uncertainty.

More Third World Students

We should assume for the purposes of this exercise that there will be no major wars, but the threat of such conflict will always be there. The economy will have both ups and downs during the period but let's assume for the sake of optimism that it will not be as weak as it is in the eighties....

Because the needs for expansion will be minimal, higher education as a whole will not have as high public priority as it did in the sixties...While 'budget compression' should ease, resources will always be scarcer than ideas for their use.

The distribution of political power in Canada may change but most of our resources will, in all likelihood, still come from government sources...

The population in the age group that make up the largest part of the university enrolment will decrease in all of North America during this period, particularly in the North-East. This phenomenon is likely to be particularly severe for the anglophone population in Québec...

The effects on total university enrolment will be counteracted to some extent by an increasing proportion of the 18-24 group attending university, by increasing proportions of students in other age groups and possibly by an increase in students from outside North America as the educational needs of the Third World countries increase...

...it would be necessary to make unreasonable assumptions about the magnitude of these increases to fully counteract the decrease in the normal population.

...unless the number of universities decreases, our enrolment will decrease. McGill will not be among the universities that close...we could plan for an enrolment of 16,000 with the near certainty that it will be between 12,000 and 20,000.

...The importance of research and training of graduate students will increase as Canada's plans to increase the proportion of its GNP (Gross National Product) devoted to research and development bear fruit.

Universities will have to work continuously during this period to see that the importance of scholarship in the humanities and social sciences is not overlooked.

Changing of the Vanguard

At McGill between now and the year 2000, there will be 50 reviews of the

positions of deans, vice-principals and principal, and 250 reviews of department chairmanships (sic). Over half of these reviews will lead to a change in the incumbent...

One third of our current academic staff is over 50 years of age and 56 per cent are between 35 and 50. If one quarter of the former group and 90 per cent of the latter are still at McGill in the year 2000, they will number approximately 750.

If our full-time staff has decreased from 1300 to, say 1100, then two-thirds of the staff will be over the age of 52...These figures...indicate that we are heading for a serious problem in the renewal of staff.

The library will be full of books and students, but electronics and other high technology aids to using the library materials will be much more common. Some serials will be published and stored in other than the traditional forms.

Computers that Don't Ring

Computer terminals will be ubiquitous, but unobtrusive because they will be as easy to use as the telephone (and they won't ring). They will influence the ways we teach, do research, use the library, communicate with each other, advise students; in short, they will have a significant impact on the academic life of the university.

The changes seen above are only changes in the environment. The significant questions for such a period relate to the nature of the university itself.

McGill is a leading university in teaching and research, and as such we

contribute to the communities we serve. It should be our goal to maintain and improve on that status. This can be done only by an unswerving commitment to quality.

Our short-term strategy in times of severe budget compression has been to try to maintain our areas of greatest strength. When the compression eases, we must turn our attention to strengthening other selected areas.

Picking and Choosing

Reviews of existing programs must equally be thorough and programs that are found to need strengthening should be required to build on their strongest aspects, and unessential breadth should be eliminated.

Because of the importance of research (here used in its broadest sense of scholarly investigation) in maintaining quality of all programs and in the light of the anticipated increase in the proportion of graduate students, one of our highest priorities must be to support high quality research. This includes having adequate computer and library services. Through high quality research, we attract the best graduate students.

Recommendations

•Because there will be sufficient accommodation in the French language universities to meet the objectives of accessibility, McGill can best serve its communities by remaining an English language university.

•We must remain committed quality at all levels.

•We must give preference to developments which strengthen research and graduate programs.

•We need to maintain flexibility a)to be able to participate in new developments

b)to allow for possibility that projections are overly optimistic.

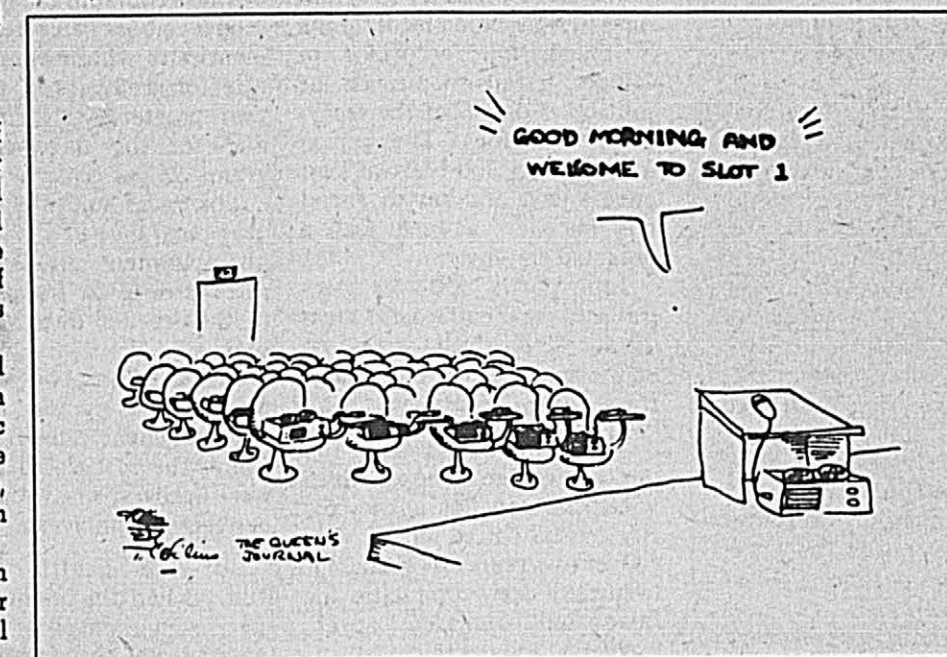
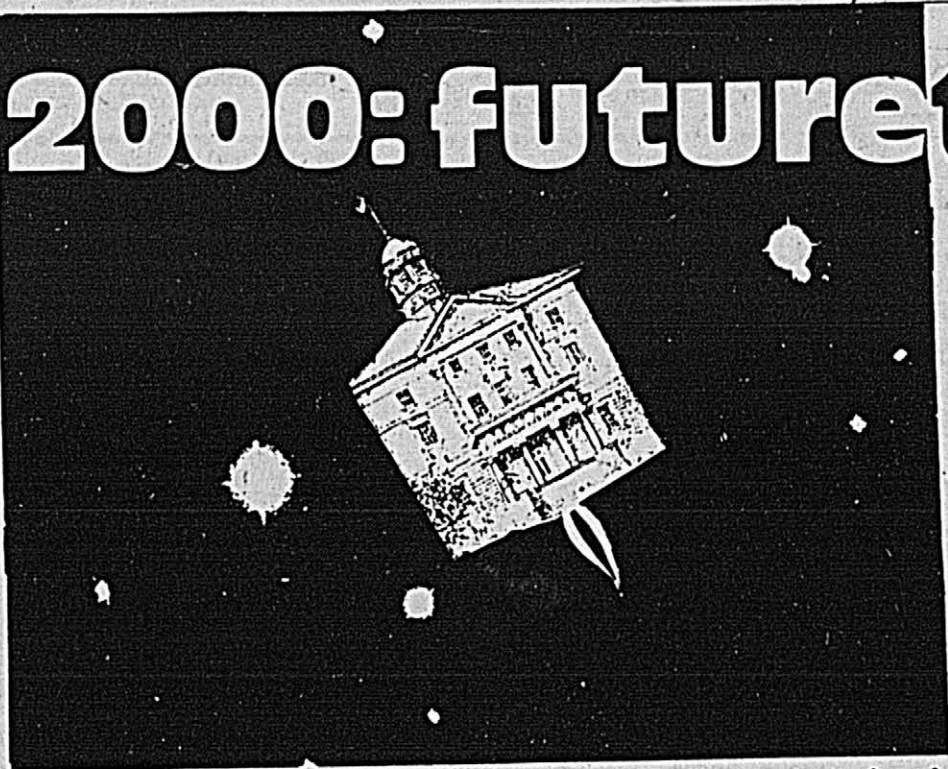
•Because of the overall need for counteracting an increasing average age of the staff, academic appointments should be at the junior levels except in the most unusual circumstances.

•A mechanism must be found to allow key departments to make some appointments in this period, even if accidents of age distribution of staff do not make any openings available.

•To avoid stifling initiatives in new areas such as cognitive development, computers and robotics, and biotechnology, we must find ways of reviewing the potential in such new areas so they can be given appropriate priority in relation to existing programs. The success we have had in attracting outstanding people in all the areas mentioned above, and many others indicates that the initial phases of our development of new fields work well.

•New areas of research tend more and more to transcend current disciplinary boundaries. We must search for flexible ways of dealing with these problems.

•Unswerving commitment to quality means that quality must not be sacrificed to increase revenue. Admission requirements must remain high, new programs not of university level should not be introduced, research contracts that do not contribute to the advancement of learning should not be undertaken.



Out of work, in the army

by Suz Goldenberg

Although competition is stiffer this year than ever before, Canada's sixth largest employer still has some positions open.

The Bishop St. recruiting centre for the Canadian Armed Forces is looking for "skilled people who can also lead," says Major Luc Caron. The Montréal office is the largest in the country.

Off-the-street inquiries and applications have increased since last year. Caron expects more job searchers will consider the military when they're looking for work. The armed forces presently employ about 82,000 people.

Three thousand two hundred twenty-five people asked for information on the military in January of this year, up from 2,919 in the same month last year.

There are also more people filing applications: 608 for the month last year, 745 this year.

Reversing trend

Yet enrollment statistics show a reverse in the trend. Only 33 persons were taken on in January 1983, down from 127 a year earlier. Comparative enrollment figures for the fiscal year (beginning in April until January) dive from 1,159 to 625 persons.

The number of commissioned officers enrolled has, however, increased over last year. Persons accepted as officers usually have higher levels of education and job experience and are considered suitable for training in technical fields such as logistics, military or maritime engineering.

Officer applicants from social work, for example, must hold at least a Masters degree. Liberal Arts degrees have as much draw in the armed forces as they do in private industry.

These statistics apply to both female and male applicants.

Caron attributes the decrease in enrollment to recruits lasting longer



Some fly high, but finding work in the army is getting harder

within the forces. He says the average annual drop-out rate of 11 per cent will likely be lower this year. People are less likely to contemplate quitting a program or changing careers in the midst of high unemployment, especially with the lure of a job-secure military career.

The profile of the typical armed forces applicant appears to be changing, as well. Applicants are becoming better educated; fewer had previously thought seriously of working in the armed forces.

"Our typical applicant is maybe 18 or 19, with Secondary V. He's held two or three summer jobs, maybe a few part-time jobs. Quite a fair number still

have para-military experience (in the reserves or as a sea, air or army cadet). And he has been thinking of joining the forces for a while," says Caron.

As more people consider the active force for a career, Sergeant Leader Côté at the Royal Regiment reserve base in Westmount notes a corresponding increase in persons interested in joining the reserves.

He says an increasing number of university students and teachers are joining the non-active branch of the force. Previously applicants were 17-18 years old; many had failed their year at school. As well, recruits are staying in the reserves longer: up to four or five years.

"They want to hang on to the chance

to earn a little pocket money," says Côté.

He says there is no problem in filling the 150 places at the Ste. Catherine street base.

While Côté, Caron and other recruiters used to encourage all interested persons to fill out applications, they now warn persons whose chances for a military post are low.

You're not competitive

"We tell people they're not competitive now, because of lack of education, work experience etc. We don't take their application," said Caron.

One applicant in the recruiting centre waiting-room, a female McGill student graduating from biochemistry, said the armed forces were just one of the many places where she had applied for a job. She was "indifferent" to working for the military.

Another said he had considered the army as a career "for a long time now." Jean hopes to work as an aircraft motor technician. Although he has not held a job for over a year, the Secondary V graduate said the unemployment rate in Montréal had not influenced his decision.

Despite the leap in inquiries and applications to the armed forces, proposals to beef up by the military by 20,000-25,000 have not materialised, says Major Cam Gagnon of National Defence Information Services.

Liberal back-benchers originally called on the Prime Minister to create jobs for unemployed youth in the armed forces. So far, recruiting and information officers have not received any directives on opening up the military.

And although Gagnon says it would be "very nice" if the military were expanded and could offer more jobs, he thinks chances are slim:

"It's a political decision. I don't think we're going to get it."

No job? It's your own fault

by Peter F. Kuitenbrouwer

Students have heard bad economic news and are not going out to look for the summer jobs which do exist this year, according to Anita Gelbart, Acting Manager of the Canada Student Employment Office on campus.

"Students have to do a lot on their own and not give up. There are jobs available — you have to be flexible. Especially this year students seem to

be so apathetic — they heard that things are so bad.

"If they were to follow up on the interviews that they do have then they might be more successful.

"When you have a boom-time everybody's up and ready and raring to go — and employers are on campus looking for graduates. But now it's a buyer's market. They have the students at their beck and call — students have

to be ready and overlook things (about the job) they otherwise would not have."

She encouraged students to come register, look at the job lists and talk to councillors on the third floor of the Powell Student Services Building on the corner of Peel and Dr. Penfield Sts.

"Students should keep in touch with us continually — at least twice a week...the employer may call us and they want somebody for tomorrow or the next day."

She did note that far fewer employers are coming to campus to recruit students than last year. Gelbart said her office, which employs 10 people, is one of the best campus employment centres in the city for placing people.

Registering pays off, she said, because when the office gets a request for an employee, those working in the office go through the files and call all those who are qualified and may be interested in the job.

The office is offering jobs through two federal government employment projects: Summer Canada '83 and the Career-Oriented Summer Employment Program.

The first is two-part program where the government is offering up to \$165 a week to companies who agree to hire



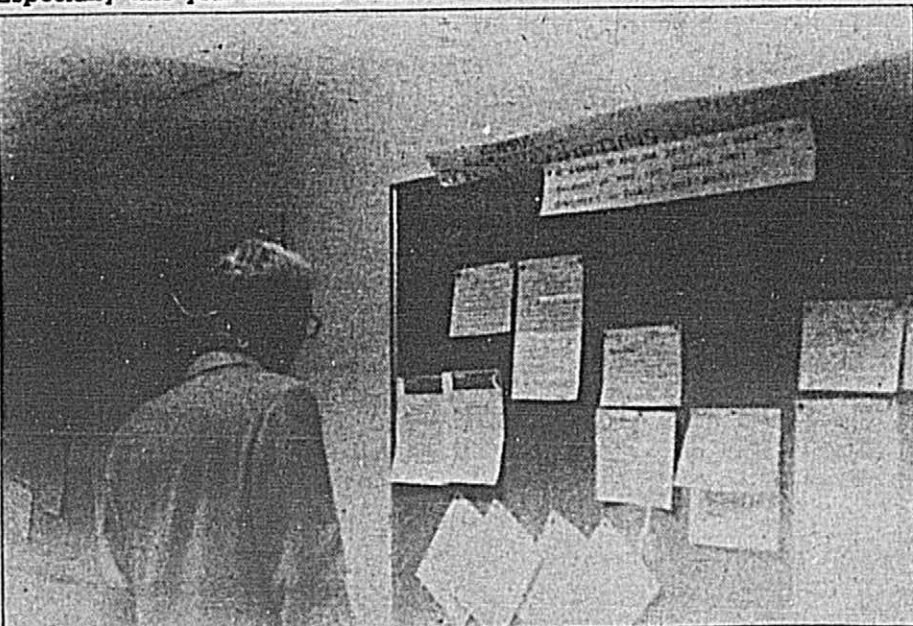
students for the summer, and the same amount to community organisations who want summer help.

The second is an internship program for undergraduates to gain experience in their field of specialty, subsidized by the government. It can last up to three summers.

"Last year we spent a lot of time on the road visiting employers — blitzes to get employers to hire," Gelbart said.

"There's always a lot of work to do getting employers to hire students," she said.

We have lists of employers from previous year — talk to them about economic conditions and offer them our services and how we can help them," she said.



And in the Spring, you could still see students looking for work

Unemployed

KRT Presents

The First Annual Kappa Rho Tau Fraternity ROAD RALLY

Starting from McGill Campus
March 27, 11:00 a.m.

First Prize: \$100
Second Prize: 2 cases of beer
Third Prize: 1 case of beer
Plus Door Prizes

Roast Beef Dinner to follow Rally!

Entry Fee: \$15 Car & Driver; \$10 Navigator
(price includes dinner)

Further Info: Call Lloyd at 843-6472 (after 6:00 p.m.)
or Peter at 286-0480

ASSOCIATION OF ARAB AMERICAN UNIVERSITY GRADUATES (QUEBEC CHAPTER)

and
THE MCGILL STUDENTS' SOCIETY
INVITE YOU TO ATTEND A LECTURE

by
Dr. Kamal Sayegh

author of

OIL AND ARAB REGIONAL DEVELOPMENT

Topic:

OPEC AT THE CROSSROADS

Time:

March 25, 7:00 pm

Place:

Leacock Building, Room 232

COFFEE WILL BE SERVED
ALL WELCOME

REGINA (CUP) — It has been 10 months since Doug Taylor graduated from the University of Regina (U of R); 10 months of scanning the help wanted ads and facing the daily frustration of unemployment.



With each Eurall Pass
or Eurall Youthpass
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Taylor, an active member of the Unemployment Committee of Regina (UCR), spoke to U of R students recently about the anxiety and hopelessness that pervades the hearts and minds of the unemployed.

"There is apathy and an inability to channel frustrations," he said.

Referring to the work camp experience of the dirty '30s, Taylor said: "The situation today is different. The unemployed are now isolated from one another."

Taylor said the committee hopes to break the isolation that makes the jobless blame themselves for their situation.

He said the group has three major goals:

- organise the unemployed and improve their situation,

- promote public awareness of the problem,
- create pressure for job creation.

The committee is unimpressed by federal attempts at job creation thus far.

The 'federal's' New Employment Expansion and Development (NEED) program isn't helping the unemployed because it's "being used by civic governments to undermine long-term, decent-paying union jobs," Taylor said.

As for the recently announced military job creation program, Taylor said "it seems to me bazooka training does not go over well in the job market."

"If a government is going to create jobs, it should create more useful ones than that."

Feminist youth join

TORONTO (CUP) — Women have shown in the past year how much political power they can wield but feminists should work to involve more younger women, according to the president of the Canadian Advisory Council on the Status of Women.

Council president Luci Pepin recently told a University of Toronto audience she is "convinced that (1982) stands as an important testimony for Canadian women of what can be achieved through involvement in the decision-making process."

"From the constitution (debate, where women's groups organised to enshrine women's rights) to the current campaign against pornography, this year has underlined the power women can wield through participation."

But Pepin said she is worried about the seeming lack of involvement in the feminist

movement among younger women.

"I look behind me and ask myself, 'Where is the young blood, where are new followers and who will be the future leaders?'"

She said "misconceptions of feminists alienate women who see feminism as a total sacrifice of everything feminine, including the stereotype of the feminist as 'an uncombed, man-hating, angry woman who is never satisfied.'"

She said her response is, "We don't tell women it is no longer enough to stay home and raise a family, only that they have more choices open to them."

Pepin said another misconception is that feminism has already succeeded. "Many women see what has been done and think that all is going well, so they don't look ahead to see the great amount of work that still needs to be done."

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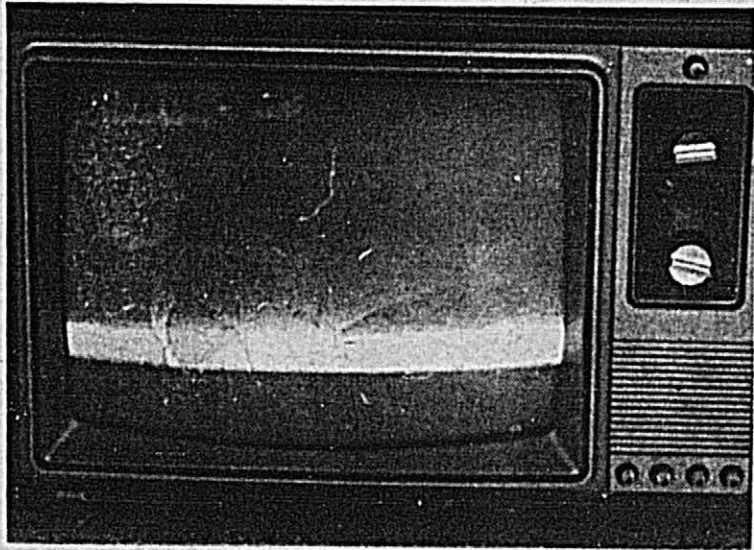
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Vidiodocy still lives on

by John Maxwell

There is work, there is sleep, and there is television. By the mid-sixties, watching television had become the third most time-consuming activity in North America. Canadian households have the set on for more than six hours a day; in the States, the average is about an hour higher.



And during the current recession, more and more Canadians are staying home, broke: watching T.V. But what is it telling them?

In the context of television, big business and culture have become inseparable. The essential goal of the industry is to provide an audience for the advertisers. Inevitably, television has come to serve the powers of our society in other ways; it shares a fundamental investment in preserving the status quo. The kinds of distortions and exclusions of television make this clear.

Phallus à la Dallas

An analysis of the way violence is depicted shows how little these depictions have to do with the real world. One researcher concluded:

"Cool efficiency, and, to a lesser extent manliness and youth, appear to be the chief correlates of success and virtue in a fairly impersonal, self-seeking and specialized structure of violent action." (Gerber 1970).

Violence is said to form "specialized structure" because the violence

represented on television is in no way representative of the violence in the real world. Instead, television reflects the prejudices of society. While the criminals are overwhelmingly of the "underprivileged minorities", the successful and righteous aggressors are most often young, white, male, and middle-class.

and the owners of business are obscured in various ways. In "Dallas", ambition and competition is sanctioned among the elite. The social order is a given and the action takes place in a never-never land of posh restaurants and prestigious offices.

Mary Tyler Less

In "The Mary Tyler Moore Show" or "All in the Family" the emphasis is on personnel relationships. The characters simply negotiate or accommodate themselves to the higher echelons. From sitcoms to more "serious" drama, television presents virtually no questioning of the class structure in North American society.

No specific training is needed to understand television; it is readily accessible to anyone of normal social development. This implies that the ways in which we "read" television are similar to the ways in which we "read" the world.

This can confuse the distinction we must make between what is real and what is a convention of television. During the Vietnam War, CBS cameramen filmed American G.I.'s as they mimicked the conventions made familiar to the public through older war films.

Although the play-acting was far from the reality of the war in Vietnam, the film could pass as reality in the U.S.

This suggests that people in the U.S. may really have believed in the image of war presented by the older pictures. The newsreels of actual conditions in Vietnam is said to have eventually forced people into a fuller realization of what

the war really was. People's belief in the play-acting of the American G.I.'s was surely fostered by the cliché war films they had seen either in the theatres or on T.V.

Television can blur the distinctions between its fictions and what is real. There is no question that it has helped draw us away from a realization of what kind of society we live in. Now we can fill the hours between working (or standing in unemployment cues) and sleeping with entertainment full of big business distortions and popular prejudices.

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by Paul Lukaszek
reprinted from the Peak
by Canadian University Press

Like many young workers in the Vancouver area, I am unemployed. Of my three roommates, two are also without work. The chances are very high that we will never again find work in our fields of past experience. Even more alarming is the very real probability that many students reading this article will meet with unemployment for much of their lives.

Here is the situation of the people I live with. Stephen, who is a machinist, has twelve years work experience in his occupation. But today he is out of work, and he says his prospects for the future look bleak. In modern machine shops, his work is now often done by machines programmed with instructions.

Some workers are expendable

Angela was recently laid off from a large store, where she worked as a cashier. With the introduction of computerized cash registers the owners decided that some workers were expendable.

Yvonne is working as a key punch operator for a large Canadian corporation. But even her job is threatened by changing office technology.

Most politicians, business people and economists have been attributing staggering unemployment to the same factors for the past fifty years. Politicians blame other politicians or foreign countries (as recently as September last, Prime Minister Trudeau was blaming high interest rates in the United States for Canada's economic woes).

Economists blame diminishing productivity, or interest rates which are either too high or too low. Business people blame government policy or unions. If one were to chart their statements on the economy for the past three years, consistency would be nonexistent.

Our leaders cannot diagnose, much less affect a cure for our unemployment crisis because they are using outdated methods of analysis. For example, they almost all view present high unemployment as a temporary phenomenon. But if one carefully examines the types of unemployed workers today, it becomes apparent that our unemployment is more structural in nature.

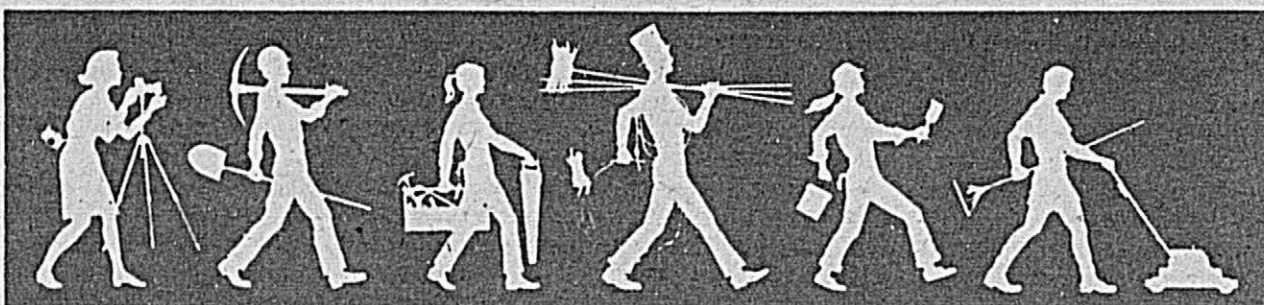
Structural unemployment is defined by a Canadian Senate Committee on Manpower and Employment as, "the failure of the economy to adjust at a sufficient rate to changing circumstances." Technological changes which involve the substitution of capital goods for labour, are most frequently responsible for structural unemployment. In plain talk, jobs are lost because certain skills become obsolete.

For a moment, let's go back to my roommate

Stephen, the unemployed machinist. Machine shops have always been the very foundation of industrial North America. In addition to machinists working directly for various companies, there grew up hundreds of small machine shops to service each industrial area. The very job title "machinist" is a connotation of what the industrial era was all about.

Closing doors forever

Today, visiting places like Windsor, Ontario, or Detroit, Michigan, one can see numerous machine shops that have closed their doors forever. Not only have advances in technology made many of these shops obsolete, but also, the methods of industrial production from twenty years ago no longer hold sway. Many industrial workers currently laid off,



ostensibly because of poor market conditions, will never be recalled to their former jobs.

Roommate Angela, the unemployed cashier, lost her job due to changing technology in a different field. Cashier-clerks are an endangered species, as large stores bring in computer technology in *Canadian Forum*, Bill Reno notes that the introduction of Universal Product code scanners has been a "deus ex machina" for managers looking to cut labour costs. Savings in labour costs can be translated as loss of jobs.

Not only is the need for clerks lessened or made redundant in pricing, inventory-controlling, and cashiering, but the very nature of shopping itself might soon be transformed. With large-scale introduction of personal home computers and two-way communications systems such as Telidon, many of our future shopping transactions might be made from the confines of our homes. While this is only a high technology version of old style catalogue shopping, it has the potential to do away with even more jobs.

Office workers phased out

Even more massive in scale, will be the diminishing need for office workers as new information technology

comes on stream. A recent article in the *Vancouver Sun* claimed that American banks are already viewing branch offices as expensive and unnecessary. In 1981 there were 26,500 automated teller machines in the United States; by 1985 the number is expected to reach at least 75,000. Many other office jobs will be lost due to new information processing machinery. Overall during the 1980's, new technology in office towers could cost more jobs than changes in the industrial sector.

Our economy and method of production have surely shifted gears due to what is called the high technology revolution. It is because of this significant economic change that the high unemployment of today is not only structural, but is also atypically structural.

In the past, structural unemployment was remedied by labour 'reabsorption' into other sectors of the economy. Unemployed industrial workers moved into service fields, and loss of jobs in one location was compensated by job expansion in another region.

High-tech le toddlers and

by Donald Dolan

Three-year-old Adina is working on counting Jelly Beans. She is using software designed by the Children's Computer Workshop. Adina's knowledge of the keyboard has often challenged my ability to type.

On the other side of the room, Jessica (11) works on another microcomputer. She contemplates a new procedure for the Turtle to complete a hexagon. Kelly and Hasani also work on their own machines producing shapes of all colors and sizes.

A Turtle, for those unacquainted with Logo language, is a small triangular creature that exists on a two-dimensional plane. Its purpose in life is to execute commands given to it by its programmer.

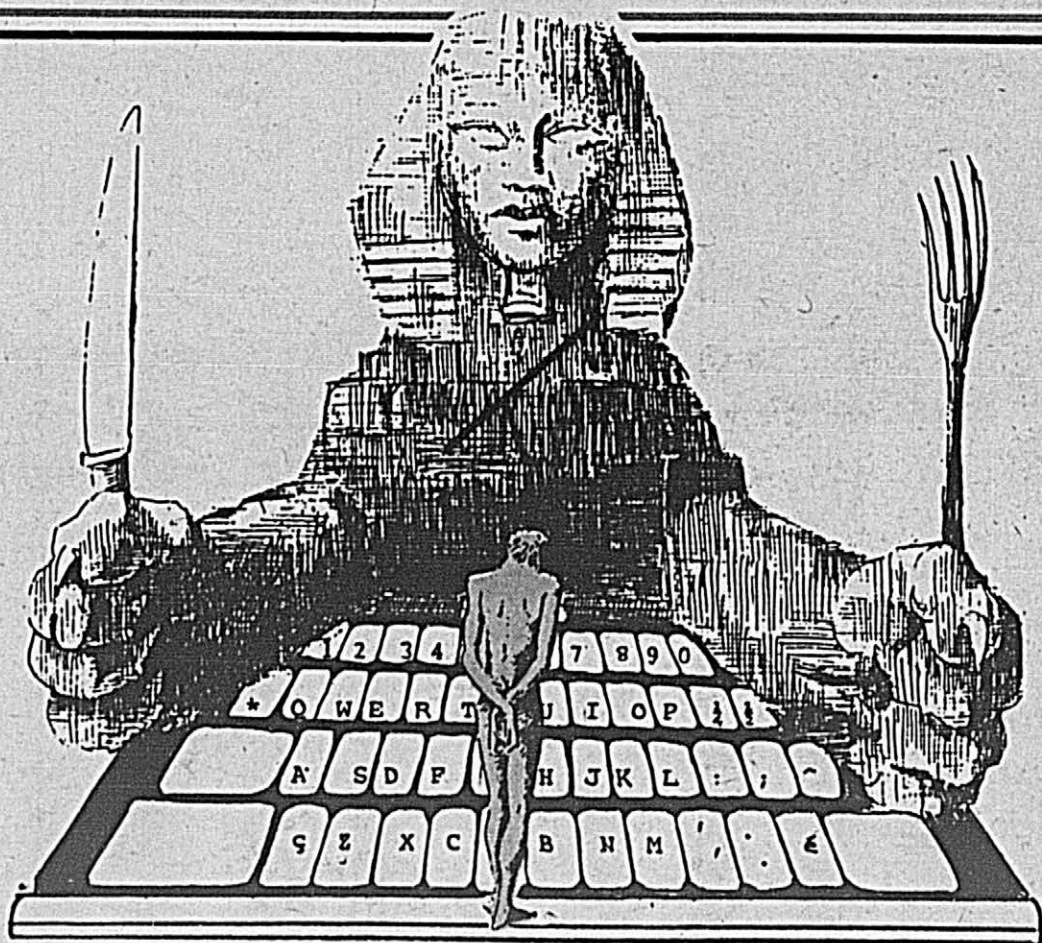
Fast-Thinking Turtles

Our little cybernetic friend understands words like Forward, Back, Left and Right. It can also change colors, create arcs, circles and other simple shapes that all depend on the user's imagination. For example, "Forward 60, Right 90" repeated four times will produce a square.

The programmers of this language are usually between the ages of five and fourteen, and come from various cultures and backgrounds. They are a new generation of children who use computers to extend their imagination onto abstract planes of mathematics and geometry. Their ability ranges from the simple construction of squares and rectangles to the creation of complex sceneries with orange suns on purple skies.

The children's willingness to learn often depends on their ability to conceive ideas. It is important to build up their ambition and motivation so they can carry out their ideas on the computer. It also helps to calm them of any fears or frustrations they may feel towards the machine. These phobias are usually overcome, and the child starts to create rapidly.

Along with the great accomplishments of computer-assisted instruction come the mindless video games which so many kids get caught up in. This fetish can be damaging to the child's originality and ability to concentrate. Pac-Man, Space Invaders and other button-banging crazes always lead to restless



ent into the system

One example is when thousands of unemployed workers travelled from the Maritimes and Central Canada to work in Alberta during the 1970's.

But today there is no apparent economic sector or geographic location available to offer jobs. The traditional remedy against structural unemployment would seem to be itself obsolete victim to a new era of technological change.

Different from the 60's

Where automation of the 1960's did away with certain manual jobs, it also created many new positions. Today's technology has a totally different effect on the work force. Machines are replacing humans in ever greater numbers, yet new jobs are not being created to fill the vacuum. According to a recent article in *Macleans*, studies by Statistics Canada suggest that as a result of even limited technological change, growth in employment dropped 8 per cent between 1971 and 1978.

Perhaps the more important issues concern how the changing economic structure will affect other institutions in society. If the Industrial Revolution is used as a model of a structural shift in production technique, then the effects could be quite dramatic. Many writers have argued that the change from agrarian to industrial society did everything from advancing democracy in the political sphere, to doing away with the extended family as a social system.

In his book, *The Third Wave*, Alvin Toffler argues that lifestyle changes of the past fifteen years reflect the ending of our industrial era. The apparent break-

down of the nuclear family (evidenced by the increasing number of one parent families and shared households is compared to the earlier decline of the extended family when agrarian society came to an end.)

Possible effects of technological change on our political processes are more speculative. There seem to be two schools of thought about its ability to affect democracy. The first view holds that high technology will make information more open, less secretive. This information for the masses will supposedly make decision-making more participatory at all levels in society. The opposite view sees high technology helping to further centralize political and all decision-making.

More government involvement

The changing economic structure will almost certainly bring more government involvement into the planning processes. In Canada, the Liberals and Conservatives have moved closer to N.D.P. views on the need for economic planning. Even in the United States, the talk is not whether government 'should be' involved in economic planning anymore, but 'how' it should involve itself. High tech economics has even led to a formation of a group known as the Atari Democrats.

Also changing in response to high technology are our educational institutions. Anyone who has not visited a public school within the past five years would probably be surprised at the sight of students clustered near the school's computers. Not only are

computers present at all levels in education, but students are actually excited about using them. And students are becoming computer literate before reaching university or the work place. This is a fundamental change.

But at the university level, there are more and more graduating students unable to find jobs. Even though major shifts have been made by students into fields like computer science, business, and applied sciences, many still find the economy unable to incorporate them. And the students of today will be hard hit by the introduction of high technology in the 1980's. Entry level jobs will be very limited in many fields, because employers will use attrition to reduce their labour needs after the introduction of new information technology.

So is high technology a one-way ticket to mass unemployment? Not necessarily. Our unemployment problems do not stem from too much technology per se. Rather, the main problem is lack of vision, planning, and innovation by our traditional leaders in society. Politicians, businessmen, and educators are all so busy at their traditional roles, that they have failed to grasp the nature of our newly unfolding society.

What seems to be needed is new leadership in Canadian society—this will have to come from the university-age generation of today. Instead of flocking blindly to courses at the periphery of tomorrow's high technology, perhaps the time is right for students to engage in the critical thinking and soul searching of the humanities. In the words of Stephen Duguid, program director in continuing education at S.F.U.: "The challenges of high technology...are after all human challenges. To meet them we need a vigorous humanistic tradition in our schools, in the media, in society as a whole."

ssons for d teens

boredom and lack of ideas. Some can be reclaimed with challenging projects, but other kids need more attention to spark their interests.

If successful in promoting the child's appetite for knowledge, these projects can create an air of adventure and creativity which at the same time teaches theory.

Teaching Paradox

The teacher's role in the computer classrooms is paradoxical: the instructor does not actually teach those who've reached a level of familiarity and aptitude with the computer.

Once the child understands the format of the language, the teacher may almost become obsolete. Little is left for the educator to do but elaborate on the glossary of commands, usages and ideas.

This obviously leaves feelings of a lack of structure in the teaching of such interactive skills. Although paranoia may dominate the initial confrontation between the child and the machine it rarely stays. It is overridden by the pure fascination and awe of student and teacher alike.

Parents Fall Behind

Parents are also in a dilemma, confused by a machine they do not understand. Mom and Dad's initial reaction is curiosity and concern for their children's education.

As well, parents feel threatened when their children start to interact with computers: they can't help, they can't grasp the new teaching tool. Nonetheless, this technological education usually results in the purchase of a microcomputer for the home.

Computers at McGill

The levels of education vary widely for both teacher and student. Instruction for educators is now available at many universities. For instance, McGill offers a list of courses on computer languages and for children in the Education Faculty. Concordia is involved with Educational Technology (ET).

If one desires to acquire knowledge of the medium, one needs to know the right people to gain access to

these seldom-used microcomputer facilities.

For the young student, there are computers in many elementary schools of the PSBGM and Catholic School Boards. Courses are also available at private institutions such as day-care centers and primary schools. These courses usually consist of reading and counting programs for preschoolers to actual programming with grade school students. There are many languages taught to the young aspiring programmer, like BASIC, PILOT, SMALLTALK, FORTRAN, PASCAL, LISP and the most popular, LOGO.

LOGO was developed in 1968 through a National Science Foundation research project at Bolt, Beranek and Newman in Cambridge Mass. Since then, most of the work carried out on LOGO has been at the Massachusetts Institute of Technology under the supervision of Seymour Papert in the Artificial Intelligence Laboratory. Papert has also written a book on children and computers called *Mindstorms*.

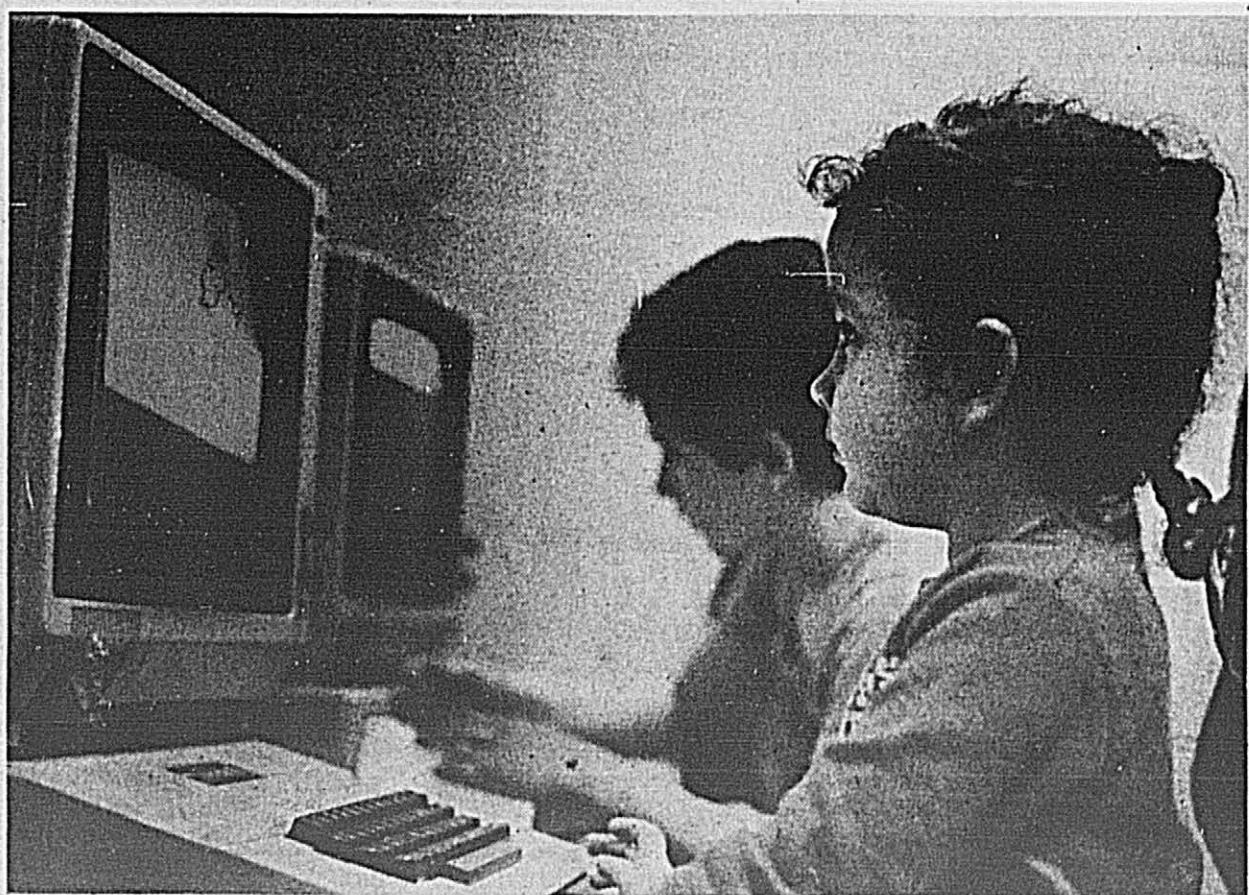
Brave New Kids

The future will create a class of computer-wise adults that will make computer jargon a set of household words.


Through awareness of the computer's ability and usages arises a demand for microcomputers in the home. Information is then accessible within nanoseconds (one one-millionth of a second).

Educating children with technology that most present day adults cannot grasp leaves a generation gap light years in length. The microcomputer children are still in their infancy. Only time will tell whether this will give them an advantage over past generations or leave inhibitions in their way of thinking.

One thing is sure: these kids will have a better understanding of computers and technology than any other generation before them. So, look out — here come the computer kids.



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Shapiro, Bach and DNA

by Michael Vassilyadi

James Shapiro from the University of Chicago's Department of Microbiology is notorious for flipping the scientific community on its ear with his views on science.

While most scientists today want to reduce phenomena to their smallest parts, Shapiro prefers to look at the whole. He believes metaphysical forces can't be ignored. He is a synegetist, opposed to the majority of scientists who are reductionists.

His experience ranges from a Harvard English BA to post-doctoral training at the Institut de Pasteur in France with François Jacob. He is well known for his work on transposition.

Shapiro is troubled by the modern trend in molecular biology. Many observations are disregarded because they don't fit into a neat scientific theory.

He believes that many researchers in the 19th century and in the early part of the 20th had a better feel for the complicated mechanisms at work within cells compared to the people coming into molecular biology today.

"I think it is important to recognise that people try to generalise from one particular case to everything. This is a big mistake in biology and in other sciences where diversity is really the rule," he said.

"When you consider how difficult it is to reproduce a living organism and how fast it happens, you realise the system that controls it is very sophisticated. Simple nuts-and-bolts concepts, like having just a promoter and a coding sequence, are totally inadequate for (explaining) it," he said.

An example of science's inability to deal with concepts that fall out of normal reductionist thought is the study of repetitive Deoxyribonucleic Acid (DNA). Repetitive DNA, found in higher organisms, is a

chain of sequences which don't specifically code for proteins but are copied in hundreds of places.

"These things don't fit into the sort of standard Mendelian Genetic Theories. You get people like Francis Crick saying 'Well this is just junk DNA,' which is really his shorthand way of saying 'I really don't understand it.' It turns out this is very specific junk," Shapiro said.

Shapiro explained there now exists a multicellular structure which can be looked at as "a kind of little community, if not an organism. Each cell is an individual. Yet it is in an organized community or society of cells so it does not act in a totally autonomous way."

of reductionist attempts that say 'I want to reduce it all to quantum mechanics,' or 'I want to reduce it all to the selfish gene,' or any one of these ridiculous simplified explanations. It doesn't work in biology. I suspect it doesn't work in chemistry or physics either but I know it doesn't work in biology."

Shapiro feels one should not try to generalise from small patches of observation. "You should never fool yourself that you are reaching the ultimate answer. All scientists do is devise intellectual schemes for explaining natural phenomena. If the scheme is good, then it describes and accounts for a large number of observations. It allows you to

"Nobody will ever explain the universe. Science is like most other human endeavors."

The idea that the cell is more than the sum of its parts is quite radical. Shapiro compares his view to our understanding of human intelligence:

"Is human intelligence just the sum of its neurons? How are you going to understand what makes the music of Beethoven different from the music of Bach? Was there a difference in their brain structure? I don't think so. You have to know a whole lot about the development of music, culture and social work in that period (to understand the difference).

"If we are going to understand living organisms," Shapiro continued, "then we have to avoid the simple model

go out and make a lot more new observations and to develop technology. Nobody will ever explain the universe. Science is like most other human endeavors," he said.

Shapiro thinks scientists are artists — "they look for harmonies. It's okay to paint a picture with a few smudges in the corner but it's not beautiful until it is beautiful all over the canvas."

Finally, more humility and honesty are required in science. "People pretend to have answers and run crusades, not knowing what they are talking about. I find that difficult and arrogant — that's where you get into trouble."

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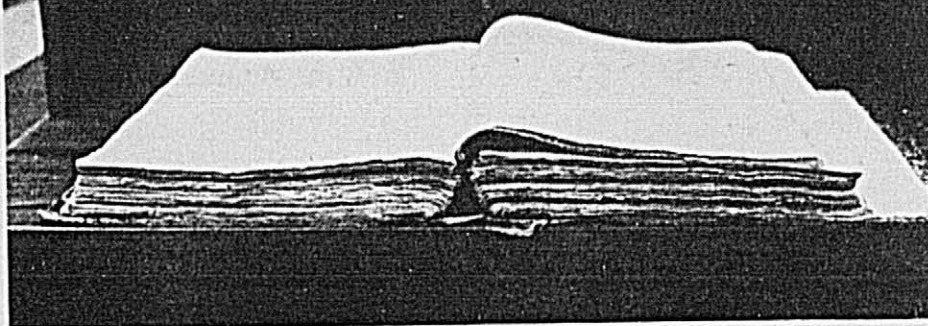
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How the gov't makes us think



by Robbie Hart

"The management of learning in any society is an immensely complicated task, as complicated as the nature of learning itself."

commission report prepared by the Protestant School Board of Greater Montréal.

The PSBGM report, titled *Learning in Society* is a wide-ranging critique of the school-reform projects proposed by the Ministry of Education. Over the next four years, says the report, the Québec government plans two major reform-oriented projects that seriously threaten the quality, servicing and control of education.

In the near future, the National Assembly will vote on two pieces of education-related legislation: *Schools of Québec: Policy and Plan of Action*, commonly known as the Régime Pédagogique, and the *White Paper* of Minister of Education Camille Laurin.

The Protestant School Board's report — *Learning in Society* — traces the legislative history of education in Québec, underlining many of the basic structural and pedagogical reforms the government has implemented over the past twenty years.

Re-evaluation and transformation

It also points out that despite educational reforms the present system is still undergoing a dramatic process of re-evaluation and internal transformation. The report concludes that the future of learning in this province is being shaped largely by a single authority — the government — which will be harmful to society as a whole.

Direct government control of learning policies began during the Quiet Revolution. In 1966, the Liberal government of Jean Lesage founded the Parent Commission to gather proposals and design policy for the reform of the school system. The commission received nearly 400 recommendations. The Ministry of Education and the current system of confessional school boards were then established.

Now the government wants to make major changes. The Régime Pédagogique and White Paper encompass a wide range of reform-oriented proposals for the structure of the school system and the pedagogical materials used inside the classroom.

"State take-over"

Both projects have caused a fury of controversy among teaching professionals, administrators, politicians and the parents who see these reforms as a massive state-controlled plan to alter the entire system, and not an improvement.

Laurin says these reforms are a fundamental necessity for the future of learning in the province. He emphasizes a "back to basics" approach at both primary and secondary levels.

Since last September, most schools in the province have been laboring over the requirements underlined in the

government's Régime Pédagogique. Some of the new regulations were implemented at the beginning of the current school year. The changes are to be completed by 1986 when the Education Minister will have a dominant position in the decision-making process.

As it now stands, the Régime Pédagogique includes an elaborate set of government requirements dictating the subject matter in most courses: which courses are mandatory and which are optional, the time allotted to each subject, the pre-requisites for admission, a marking and verification system and the re-organization of matriculation procedures.

The project also covers many of the socio-cultural activities that should be made available to all students, including pastoral counselling and psychological-pedagogical assistance.

In the National Assembly earlier this month, Laurin declared that this "plan of action has already begun to show positive results. Most schools have extended their general learning periods to include an additional semester, enabling students to re-evaluate their options before deciding on which matriculation courses they wish to pursue."

While the minister has touted the Régime Pédagogique as the best piece of legislation to deal with the basic groundwork of primary and secondary education, observers such as Marcel Fox, director general of the PSBGM, are more critical.

Backward proposals

"I do not want to criticize them in general," said Fox, "but I find that many of the proposals are backward. The newer sciences, for example, are ignored. We're trying to get back to the basics, but today the basic elements have changed and will continue to change more rapidly as technological innovations increase the demand for new skills and learning professions. Pedagogy is in a constant state of evolution."

Donald Burgess of McGill's Faculty of Education said: "Such government-formulated programs inherently threaten democratic values. Anyone who has followed this government's actions over the past seven years will notice a pattern of statism."

The White Paper tabled in June 1982 complements the plan of action on curricula and pedagogy. The drafted law proposes that the present denominational system of Protestant and Catholic school boards (which have evolved over the years to represent the English and French communities) be replaced by unified regional boards housing both francophone and anglophone schools.

There is in Québec an overwhelming majority of francophone students to anglophone students — 989,261 to 173,188 in grade school and high school in the 1980-81 year. Thus

designation of school boards by region rather than by language would put English schools in a minority position in each of the projected 109 boards, except for three on the island of Montréal.

In the government's words, the school boards have become "cumbersome bureaucratic authorities that are expensive to operate." But the public is fighting back. Over the past six months the white paper has met with a great deal of opposition.

Though confessional school boards are seen as anachronistic bodies, many people in the anglophone community fear losing an intermediary voice that has always served as a check on the government.

Others, like professor Y. G. Kelebay of McGill's Faculty of Education, feel "the White Paper amounts to the nationalization of the province's schools. It also means the loss of another set of mediating institutions which have traditionally stood between the individual and the state."

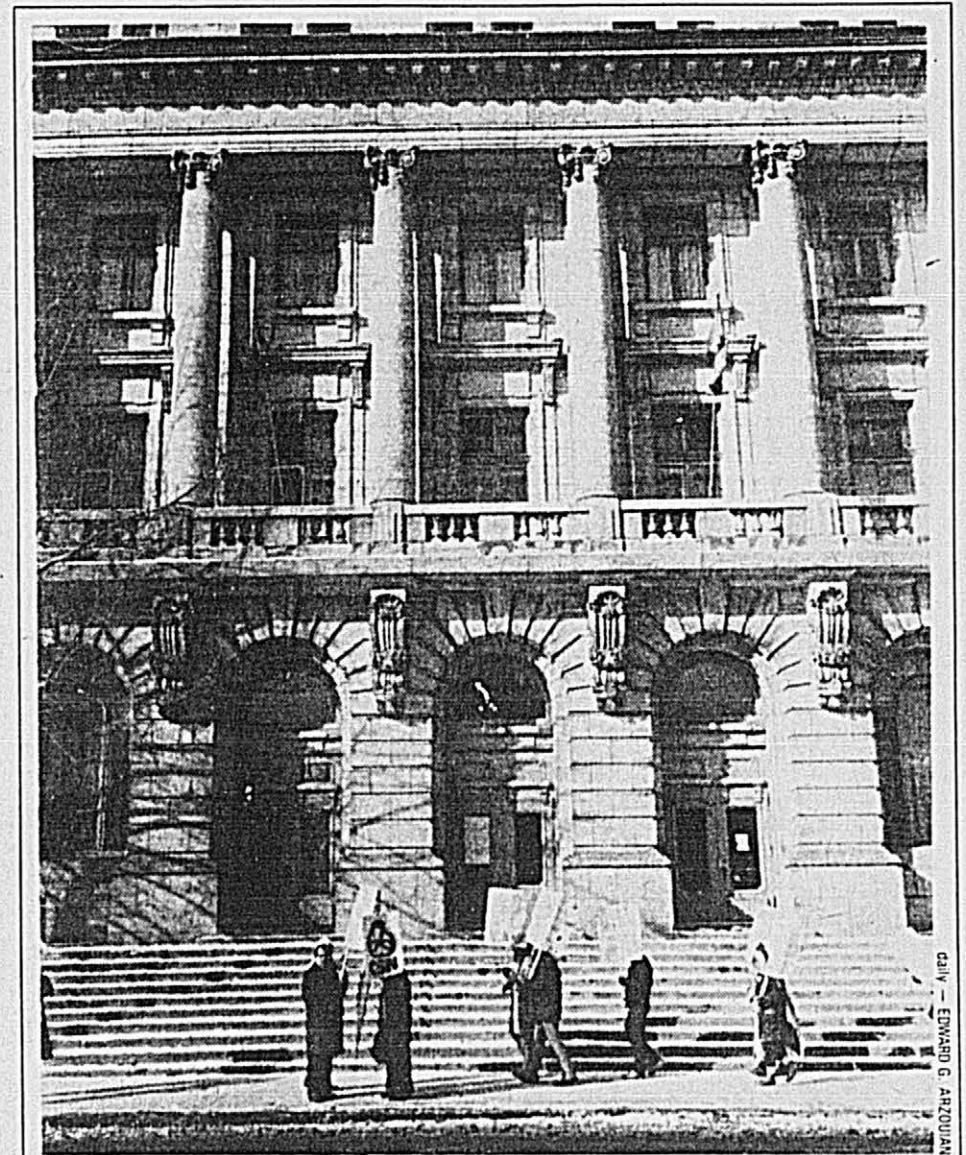
school commissioners by universal suffrage. Among parents in the sample, the figure rose to 82 per cent.

Bob Dobie, president of the Provincial Association of Catholic Teachers is still concerned about the white paper, despite the obvious public opposition to it.

"What I fear the most if this legislation goes through is that many anglos will think it's another nail in the coffin. It may encourage them to leave the province. It could easily start another backlash of migration," Dobie said.

The poll also indicates the importance educational reform holds for the public. Only 5.7 per cent of those polled said school reform was the most important issue in Québec this year. 63 per cent said the general economic situation was a top priority, while another 24 per cent felt that the right to strike in the public sector was the more important issue.

The recent strike by public-sector teachers and the government's imposi-



A new report condemns the Parti Québécois' planned educational reforms. Teachers and parents in the province charge the government is taking more control of the school system, a trend that began during the Quiet Revolution two decades ago.

A province-wide poll was recently commissioned by the Montréal Island School Council, the Québec Federation of Catholic School Commissions and the Québec Association of Protestant School Boards. The poll, conducted by Sorecom Inc., a public-opinion company, showed that 76 per cent of respondents oppose Laurin's white paper proposals.

Public opposes plan

Leaders of the three organisations hailed the findings as a confirmation that the public shares their opposition to the Laurin plan. Of the 1,804 Québec adults polled, 76 per cent favoured the present system of electing

tion of Bill 111 has brought the whole question of education in this province to the front page. In view of the widespread opposition to the government-proposed white paper and the current impasse in the teacher's dispute, many feel the government should reconsider what type of learning environment it proposes.

The government uses a double standard: while stressing a "back to basics" approach to education, it imposes a new style of negotiation. In its legislation on the future of learning in Québec, the government has so far failed to include the concerns of a vocal public.

The quest for jobs

by Mitch Barnes
The Hunt.

Many students are already in pursuit of summer jobs, armed with Curriculum Vitae and letters of reference. This year's hunt began earlier for those who didn't want to see a repeat of last summer.

Students in their first year at university appeared to be having the greatest difficulty in finding employment.

"I'm hoping for something to happen," said one first year student. "At the moment I'm really feeling shafted. The place that I was working at last year had a pretty rough go of it during the winter and they can't hire anybody this summer. The trouble is, I don't have any experience anywhere else."

Lack of experience seemed to be a common problem for many of the younger students but variations of this problem showed up in all age groups. One of the most frustrating situations was for those students who had spent several years at the same summer job just to find that position unavailable this summer.

The situation is even more difficult for those who were unfortunate enough to not get a job last summer. People falling into this category — there were more of them last year than the year before because of last summer's economic slump — have found that being out of circulation for over a year has made job hunting more difficult.

"When I struck out at getting a job last summer I figured: 'Well, wait till next year,'" said one senior student. "But now it's next year and there's still nothing. A big problem that I'm finding is that it doesn't look very good on your resumé when your last job was in 1981."

Of course, there are some students that either have or are confident they will get summer jobs. For the most part these people fall into one of three groups.

The first group consists of those who have been able to get a job through a relative or close friend. These "connec-

tion" jobs are usually in large companies. Usually, they would simply be unavailable to the average student.

The second group is made up of those people with considerable experience and training. These people have a very specific skill or have previously "proven themselves" to the satisfaction of a business. Due to the large amount of time needed to develop these skills and to obtain the necessary training, the people in this lot are almost always older students.

The final category consists of the students who plan to employ themselves this summer. While this group is by far the smallest, their idea could very easily spread to others who cannot find work in the traditional summer work force.

The self-employed student is usually involved with some sort of craft or outdoor skill which can be adapted to bring in some money. Generally, these people have tried to find work in established businesses, but the frustration that resulted from repeated rejection has caused them to seek alternative means of employment.

For those who are trying the standard method of applying to dozens of different companies in hopes of finding employment, the feeling of being one of hundreds for every job was common. One student described the whole process as entering a large "lottery where, if your application is drawn, you win a job."

The job search strategy of students is getting more inventive and, in many cases, more competitive. But the jobs just do not seem to be turning up. At the moment, it is looking as if the summer of 1983 could be a long, jobless one for a good number of students. What is worse is that for a high percentage of these, this could be the second summer of unemployment. For these people this might make the difference between continuing their education and not.

"If I don't get work this year I'm going to have to put my degree on hold. It's as simple as that," said one disillusioned student. "I'll have to work all of next year just to keep myself in food and rent money. Because I'll have gone through all my savings by then, I'll have to start scraping enough money for tuition all over again. No summer job this year will mean delaying graduation for a year...and that's assuming that I'll get a job in the fall."

The summer of '83 shows every indication of leaving many frustrated, angry, unemployed students in its path.

This issue was co-ordinated by Peter F. Kuitertbrouwer and Albert Herenberg. Production by Maira Ambrose, Marion Aronoff, Ed Argouian, Bronwy Chester, Barbara Davidson, Don Delan, Ron Fleishman, Suzy Goldenberg, Gerard Martin, Michael Packolka, Susan Pearson, Paula Siepietowicz, Colin Tomlin, Brian Tapp, Frank Watts, Sarah Wells, Melinda Wittstock and the cook at the Guatemala restaurant.

Thanks to Robbie Hart and John Maxwell.



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| | |
|-----------------------|---------------------|
| Monday, March 28th | • Lunch |
| Monday, March 28th | • Seder - 8:00 p.m. |
| Tuesday, March 29th | • Closed |
| Wednesday, March 30th | • Lunch |
| Thursday, March 31st | • Lunch |
| Friday, April 1st | • Closed |
| Monday, April 4th | • Closed |
| Tuesday, April 5th | • Lunch |

**N.B.

Reservations and payment in advance must be made for the Seder, March 29th, for lunch March 30th and April 5th. Students \$4.00 and Non-students \$5.00

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***Payment must be made by 12 noon, Thursday, March 24th

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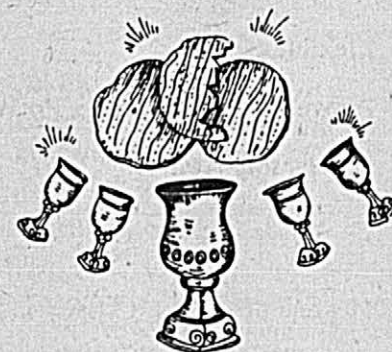
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GENERAL ELECTIONS

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SUBLET: May 1 - Aug 31; spacious 4-1/2, 10 min from McGill, hardwood floors, near downtown; \$345/mo. Call 934-4673 after 6.

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Roommate wanted, preferably female, to share a 4-1/2 apt. at 1530 Dr. Penfield. Starting June 1st. Call 937-4862 before 2:00 P.M. or after 9:00 P.M.

SUBLET: Large 3-1/2, May 1st to August, option to renew. Spacious apt. located on Aylmer (v. close to school). 286-0369.

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Big Sale! Futon! Highest quality/super low price. Single: \$93; double: \$114; queen: \$132. Best prices in town. Ménage à Shaw: 287-9101.

Brass bed — double \$325, teak shelves \$125, twin mattress and box spring \$60. Royal Doulton (Royal gold) plates. 935-4547.

Chinese army running shoes (yes green!!) \$9.00; Mao Tse-Tung red star hats \$9.95; chemical warfare jackets and coats. EXXA 1210 St Denis (St Catherine).

10,000 different original movie posters. Catalogue \$2.00. Mnemonics Ltd., Dept '9', no. 302, 1208-14th Ave. S.W., Calgary, Alta., T3C 0V9.

Tent, 2 man, Jansport, A-1 condition. Call 286-0278.

365 - WANTED TO BUY

Looking to buy a second-hand alto saxophone in good condition. Please contact JODY at 486-6555 after 6 pm every evening.

370 - RIDES

Ride to New York wanted. Leave Thursday Mar. 24, return flexible. Share your travel expenses with me (and driving). Phone Peter, 286-9833, evenings.

372 - LOST & FOUND

Found — Lady's watch at the Detour Thursday, March 17th. Good Timex with silver watchband. Phone 844-4690 (nights) or 281-1825 (days).

To the person who stole the purse in the Girl's washroom of the Stewart Building: the

owner desperately needs the cards. Please send by mail or leave at Student Services.

Lindsay Dubois — found your I.D. on Durocher (8113491 DU) call 430-5960 (days), 843-6145 (weekends & eves).

374 - PERSONAL

Whoever accidentally took the glasses which were in my white Labatt bag last Wednesday night, please bring them back to Sadie's I. Desperately need them. Thank you!

NEVER SEEN A PLAY BY BRECHT??? Aren't you interested in finding out what got him expelled from Nazi Germany? "The Exception and the Rule", 6 pm, Leacock 219 — one performance only — Friday 25th. Admission FREE.

Manx: Like, you really stink, you know, like, hit me again in class and I'll, like, punch your face in, like!

- Valley Boy K.

Don't panic! Anyone knowing the whereabouts of Arthur Dent, last seen on Kvikkitt, wearing bathrobe and digital watch, call Islington 1-226-7709. Ask for Marvin (the Paranoid Android).

385 - NOTICES

Have worry, anger, fear, anxiety become daily struggles? Are your emotions getting the best of you? Try EMOTIONS ANONYMOUS, 3484 Peel St., 8:00 p.m. every Wednesday.

Coming Up - Spring Fever Party at Bishop Mountain Hall. Catch it March 25th at 10:00. Free Admission and sangria.

ATTENTION GRADUATING STUDENTS:

If you spot the person in the tuxedo be sure to ask for your Adams Formal Wear discount voucher. Your choice of Tuxedo for \$35.00, if you miss him head to Adams Formal Wear 209 Ste. Catherine East. Special Price \$38.00. 288-5951.

"Feminism in the History of Women in Quebec." Lecture by Jennifer Stoddart (Canadian Advisory Council on the Status of Women). Sponsored by Women's Studies and Centre d'Etudes Canadiennes-Françaises. Wednesday, March 23, 3-5, Leacock 114.

Volunteers needed for medical research on cause of diabetes. Educational and financial rewards will be provided. Requires blood drawing, about 180 ml. Contact Dr. I.G. Fantus at local 4911, McGill.

Bioenergetic therapy with ELAINE ZIMBEL. Individual and group sessions. Workshop April 9 from 10 to 4; new group starts April 11. For information call 866-0279.

To counter disclosure of my McGill Daily ads that Walesa has been replaced by a double and which would, otherwise, upset coming scenario to open door to nuclear warfare with A-bombing of Berlin, following assassination of Pope, who is also a double, when he visits Poland, future fabrications of International news media, all under Pentagon Control, will package Walesa double in with overall conspiracy. In truth, Walesa replacement was originally a singular, independent subterfuge by the Polish Government, solely to destroy the Solidarity movement. This ad partially paid with \$5 certified cheque RBC Br. 5101-3 acct. 4722886 (replaced acct. 4542770 opened in 1978). William Broder.

N.Y. by bus - \$89 U.S. double occupancy Easter weekend, Ft. Lauderdale - \$299 U.S. May 15-19, Cancun - \$399 U.S. May 7-21. Airfare, hotel and transfers. Bev 487-7316, Joyce 484-0757, Alex 482-6724.

Father: Israel Broder, deceased, former shopteacher at Brooklyn P.S. 241. Mother: Anna Israelson, deceased, born Haverstraw, N.Y. I, William Broder, owned Crown Drug Company, Houston, 1957 - 60 — sued by S-K-F & 4 other pharmaceutical firms on unfair competition — Israel, 1960 to '65 an Eir Miklot — started Generic Formulae, Inc. (Tetracycline manufacturer and distributor). 1965 Brooklyn, I sued Pfizer, Inc. on activities of its then private detective agency, John F. Kelly Associates, Inc., 1971 and onwards. From substitutes in pills to substitutes in people. See my ads Feb. 7, 10, 14, 18, March 2, 7 and 9. Ad paid in part with \$4 certified cheque acct 4733886, RBC Br. 5101-3. William Broder.

COME WORSHIP in the Protestant tradition, Sunday 10:30 am followed by brunch. United Theological College, 3521 University. All welcome. For more information, Rev. Chris Ferguson. 392-5890.

My black bag too heavy. After U.S. Assistant Attorney General release, "Reagan replaced by double", and I am in London, will check Pentax lens 5575995, Ricoh lens 225291, Ricoh autowinder 59 111284, Sunpak flash 22183009, some papers and photos — all may be stolen and not to be proof of my identity as Ricoh XR7 B62 126205 and Pentax L5622705 on me at all times. I will pay Colonnade \$165 weekly rent, 3/23, with certified cheque, my thumbprints on back witnessed by bankteller, from my acct. 80690 R.B.C. Br. 5101-3. When a double meets a double coming down the Rhine, will my double be a double and will it all go fine? For answer see re-opening of 76 Civ 1868 USDC EDNY. William Broder.

Diabolical conspiracy by U.S. Assistant Attorney General to secure Supreme Court appointment, involving Mr./Mrs. Gauthier, former owners of Colonnade Hotel, and plan-

ning on my future brainwashing. This ad paid with \$4.00 certified cheque acct. 80690 RBC 5101-3. William Broder.

Feeling good is a peer-led support therapy group for lesbians and gays who are shy, inexperienced and perhaps terrified. First encounter 21:30 on March 25 at 2070 MacKay. For more info call 735-1419 or leave your name and number at 879-8406.

McGill Windsurfing Club — First meeting Thurs. March 24th in Union B09. Open to board owners or those who wish to learn. Anytime between 3:30 and 5:00 for movies and sign-up.

Admission Free! You have one shot only at seeing Brecht's "The Exception and the Rule". One performance — Friday, March 25th, 6:00 pm, Leacock 219. A Director's Project — The play revolves around — one shot!

389 - MUSICIANS WANTED

INDONESIANS as musicians or entertainers needed for an Indonesian dinner party. Remuneration. 288-3440.

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And should you order sweat
shirts or T-shirts for your Ball
Team?
Another puzzler!

Newman Centre Holy Week Celebrations

- | | |
|-----------|---|
| Mar. 26th | Saturday Night Theatre "The Verdict" by Peter C. Nichols (8:00 pm). Followed by wine and cheese. |
| Mar. 27th | Passion Sunday Blessing and Distribution of Palms (Sat. 5:00 pm - Sun. 11:00 am & 8:00 pm) |
| Mar. 28th | Monday of Holy Week Midday Prayer & Communion (Noon at University Chapel) Evening Prayer & Communion (5:15 pm at Newman Centre) |
| Mar. 29th | Tuesday of Holy Week Evening Prayer & Communion (5:15 pm) Penance Service and Sacrament of Reconciliation (8:00 pm) |
| Mar. 30th | Wednesday of Holy Week Mass (Noon — University Chapel) Mass (5:15 — Newman Centre) Chrism Mass (Blessing of Oil, Consecrating of Chrism, at Cathedral, Dominion Square, 8:00 pm) |

The Triduum — The Easter Feast

The Newman Centre will be open from Holy Thursday evening through Easter Sunday for private prayer and reflection.

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|-----------|--|
| Mar. 31st | Holy Thursday Mass of the Lord's Supper and Washing of Feet (9:00 pm) Adoration of Blessed Sacrament (all night) |
| Apr. 1st | Good Friday Morning Prayer (6:00 am) Midday Prayer (12:00 noon) Bonhoeffer film "Memorial & Perspectives" (12:30 pm) Stations of the Cross (2:00 pm) Celebration of Passion (3:00 pm) Fast Day Meal (6:30 pm) Tenebrae (Scripture & Light Service) (8:00 pm) |
| Apr. 2nd | Holy Saturday Morning Prayer (8:00 am) Midday Prayer (Noon) Film: "If You Love This Planet" (1:00 pm) Easter Vigil (10:00 pm) (The most important liturgy of the year: Service of Light, Word, Baptism and Eucharist). Followed by Revdillon (all-night party). Please bring a dish of food to share. |
| Apr. 3rd | Easter Sunday Sunrise Service on Mountain (Morning Prayer) (Meet at the Newman Centre at 5:30 am) Easter Mass (11:00 am) Easter Vespers (4:00 pm) |

McGill Newman Students' Society
3484 Peel St.
392-6711

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SPRING FEVER

Bishop Mountain Hall

10 p.m.  March 25th

SPRING DANCE



Mount Royal Hotel • 1455 Peel • 8:30 p.m.

Saturday, March 26

\$5.00 at door \$4.00 in advance

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CREATIVE PASSOVER SEDER



A participatory Passover celebration using both English and Hebrew. Explore the Passover Journey of Liberation.

Hillel House, 3460 Stanley St.
Monday, March 28, 6:00 p.m.

Limited Space. Pre-registration required. Seder will be led by Simcha Paull.

Cost \$6.00 includes meal. For info call Hillel 845-9171.

I.P.A.C./HILLEL Presents a PANEL DISCUSSION on Alternatives for PEACE

Between the ARABS & ISRAELIS

| | | |
|---|---|---|
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| • Editor and Publisher of Dawn Publishing Co. and The Canadian Jewish Herald. | • Founding Editor of New Outlook. | • Executive Vice-President of Friends of Hebrew University, overseas student program. |
| • Politically independent, defending the Nationalist position. | • Currently working on the second part of his study on Zionism and the Palestinians, at Harvard University. | • Former Attorney-General of Judea and Samaria. |

THURSDAY, MARCH 24; 8:00 p.m.

at Leacock 219, McGill University, for more information: 845-9171
Admission: \$2.00 general public, \$1.00 students and senior citizens
Hillel Student Society, 3460 Stanley St.

This 'Bud's for you, two.

